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ABSTRACT

Disadvantaged students need more than financial support if they are to function well in a community college. The hypothesis of this study is that non-traditional students who take advantage of the total Extended Opportunity Programs and Services (EOPS) package will perform better academically than those who utilize only financial aid. A review of literature concerning non-traditional students, teachers of non-traditional students, and developmental programs precedes discussion of the study. The GPA's of 50 students who were on academic probation and subsequently received the full services of EOPS were compared to 50 students who were on academic probation and received financial aid and/or book grants but did not receive peer counseling or tutorial services. Data were obtained from mid-term and final grade reports for Fall 1973 and Spring 1974 semesters. The data show that the average GPA for EOPS students who received full supportive services tended to improve significantly; their collective GPA rose from 1.61 to 2.53. Those who did not receive tutorial and peer counseling services did not significantly improve their GPA's. Flow charts of monitoring procedures for those students receiving full services and those receiving only financial aid are appended, as are GPA reports for each student studied. (Author/DC)

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AN EVALUATION OF STUDENT PERFORMANCE BASED UPON UTILIZATION OF EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

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A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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DEGREE OF DOCTOR OF EDUCATION

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INTRODUCTION

In the past four years Santa Ana College has experienced a significant increase in enrollment of students with diverse disadvantagements. The very nature of the backgrounds of these students has presented the College with an entirely new set of problems, especially in the determination of approaches to Learning Theory and Teaching Methods. John Roueche says in his Catching Up: Remedial Education:

> The community junior college through its open-door policy promises educational opportunity for all people. While this philosophy is essentially what has made the institution alluring and, to some, unique, it is concurrently the point under attack by critics both from within and outside the two-year college fold. Many of them charge that the community college is, in effect, diluting its potential by promising to be all things to all people. (17)

Recognizing that Santa Ana College is witnessing this great influx of "New Students", and recognizing that the basic policy of most community colleges is the "Open-Door" concept, Santa Ana College has determined that if it is to fulfill its promise to serve all students, it will necessarily have to provide support services to those students with deficiencies which will act as obstacles in the path of their success. Beyond this, because of the attacks "by critics both from within and outside", it is ever necessary to exhibit the credibility and validity of such services as an integral part of the total educational process.

The problem here, then, is to overcome negativisms of the traditionalists who view college as an institution for a select few, and who fail to see the necessity for any assistance to students beyond the boundaries of their classrooms. After all, the line has to be drawn somewhere. However, in California the mandate is established:

> By their history and by their legal mandate California Junior Colleges are to complement not mimic the other segments of higher education. Such diversity among equals recognizes certain overlapping in the qualifications of students served and the nature of programs offered by the junior colleges, state colleges, and the state university. But the junior colleges are particularly charged with providing services and programs not offered by the other institutions and to educate a more heterogeneous student body. (5)

In addition to this mandate, Title 5 of the California Administrative Code has established regulations for Extended Opportunity Programs and Services, which are defined in Section 56120 as follows:

> An "Extended Opportunity Program and Service" is a program or service undertaken by, or grants made by, a community college district or a college in the form and in accordance with the procedures prescribed by this chapter. Such a program or service shall be over, above, and in addition to, the regular educational programs of the college and has as its purpose the provision of positive encouragement directed to the enrollment of students handicapped by language, social, and economic disadvantages, and to the facilitation of their successful participation in the pursuits of the college. (2)

The authors of this practicum take exception to the premise held by some that provision of financial aid and grants alone is adequate reinforcement to motivate disadvantaged students to achieve to the fullest extent of their abilities. Indeed, provision of support services other than financial often are, alone, sufficient assistance to improve the chances for success for the student. The authors are, therefore, concerned that those involved in the business of recruiting and monitoring disadvantaged students understand the need for carefully setting priorities. Perhaps W. Fred Shaw, Vice President at Miami-Dade Junior College, exhibits a depth of understanding in this area when he says:

> Getting Black students on campus is only a part of the

> problem. Some of the weaker students doubt that the College wants them; they act as if they believe that their admission to the life academic is a malevolent plot to embarrass them with the continuing shock of failure. (1)

Those colleges which do not recognize the necessity for continuing support for students recruited for such programs as E.O.P.S. only reinforce the thinking of those students mentioned by W. Fred Shaw. And needless to say, such thinking is not conducive to a good learning situation.

After what were obviously seriously frustrating years for disadvantaged students, we are finally coming to recognize the value and, indeed the necessity of comprehensive services for the "New Student". Professional and, more recently, peer counselors serve to bridge the gap between students with special needs and the institutions. Financial assistance, alone, does not guide the student through the bureaucratic maze with which all students must ultimately deal. Nor does financial assistance ameliorate a great number of problems not related to economics, i.e., interpersonal relationships, established student's perceptions of their institutions, individual faculty members, courses, etc.

Peer counselors at Santa Ana College have significantly increased the retention rate among "New Students". They act as liaison between the student and his instructor. He is often capable of conveying to the student precisely what the instructor's expectations are. He also works closely with the tutorial staff to secure those services needed by the student. A former EOPS student himself, he serves as a model to the student and justifies the utilization of remedial measures thereby increasing student acceptance.

Viewing the plight of students who are handicapped by language, social,

and economic disadvantages in a sociological light, it can be seen that there is an area of commonality which directly affects the approach taken in serving "New Students". The common denominator which can generally be applied to these students is the presence of the low-income background. Although race and ethnicity are important factors in this area, (due to over-representation of ethnic minorities among those from families with low incomes) they certainly are not the only factors. A considerable number of the "New Students" are whites who come from low income families, and who, traditionally, were not represented in large numbers on college campuses. But, whether non-traditional students come from one group or another is of little importance. The concept of "Immediate Gratification" is most often in evidence among those who have not been convinced, by taining or example, that "Deferred Gratification" has certain important merits.

In 1969 the U.S. Department of Commerce, Bureau of the Census, provided the following table:

College Attendance in 1967 Among
High School Graduates, by Family Income

Family Income	Percentage Who Did Not Attend College
Total	53.1
Under $3,000	80.2
$3,000 - $3,999	67.7
$4,000 - $5,999	63.7
$6,000 - $7,499	58.9
$7,500 - $9,999	49.0
$10,000 - $14,999	38.7
$15,000 and over	13.3

Source: U.S. Dept. of Commerce, Bureau of the Census, "Current Population Report", Series p-20, No. 185, July 11, 1969, P. 6. College attendance refers to both two- and four-year institutions.

Apparent, here, is the fact that heretofore students from low-income families have been underrepresented on college campuses. Considering the unfamiliar atmosphere found in the institutional structure for these students, it becomes intuitively obvious that direction through the process is essential to their success. Thus, the authors' hypothesis: If non-traditional students utilize the total Extended Opportunity Programs and Services package, i.e., tutorial services, peer counseling, and financial aid, then they will perform in a superior manner academically to those students who utilize only financial aid.

(Chart I shows the flow of students who receive benefit of the full treatment of Extended Opportunity Programs and Services. Chart II shows the flow of those who receive financial assistance, but who do not receive other E.O.P.S. supportive services.)

Medsker comments on the necessity for comprehensive programs and services:

> Most social institutions serve society in multiple ways, and an educational institution is no exception. Some of the many goals of a school or college are achieved through the curriculum, others through more individual and specialized services. The insturctional program of an institution and its personnel services are both means of serving and educating the student. A college may have a plant, a faculty, and a curriculum, but unless there is an orderly way of admitting students, some method of assisting them to appraise themselves and to plan their educational and vocational programs accordingly, some means of assuring enriching experiences through campus social intereactions, and some attempt to center attention on the individual rather than on the group, the college is an impersonal shell in which students are not conditioned for optimum learning. (13)

BACKGROUND AND SIGNIFICANCE

Access to Higher Education for the New Students

Who should go to college?

Who is going to college?

Who will go to college?

Planning for "New Students" to higher education in the decade of the 1970's requires an answer to the last question posed above: Who will go to College? Only when we fully understand the answer to that question can we disign appropriate educational experiences for college students of the near future. But the complex answer to that question begins with a synthesis of the answers to the first two questions. The first question - Who should go to College? - is one to be answered by society; the second question - Who is going to College? - can be answered by research. When we can describe who is going to college and when we can reach some consensus on who should go to college, then we can determine who will go to college and we can begin to plan accordingly. (Cross, 1972) (8)

In the history of higher education in this country there have been three major philosophies about who should go to college. When higher education was yound and not many people went to college, the aristocratic philosophy prevailed: The probability of college attendance was predictable from birth. Because he belonged to the hereditary aristocracy a white male from the upper socioeconomic class was very likely to attend college regardless of his ability or interest in higher education. In aristocratic terms, the young people who should go to college were those who could afford it and who needed it to carry out their station in life. The poor, ethnic minorities

and women, it was assumed, would not follow life patterns that made use of a college education. The symbol of the aristocratic philosophy are private high-tuition colleges and the acknowledgement of "legacies" as appropriate admissions criteria. (Cross, 1971) (6)

Today aristocratic qualifications for college admission are definitely on the wane, widely refuted by national policy as well as public sentiment. The demise of the aristocratic era is clearly evident in the data from the decade of the 1960s. College attendance rates showed the following rates of increase from 1959 to 1966: lowest income quarter 100 percent, second income quarter 30 percent, third income quarter 25 percent, and highest income quarter 9 percent. (Froomkin, 1970)(9)Although the poor are catching up to the rich it is still true in 1970 that young people from the upper socioeconomic levels are more likely to go to college than those of equal ability from lower socioeconomic levels.

The egalitarian era is rapidly approaching; most young people are already pursuing postsecondary education. Although the major concern of educators at the present time is with access to higher education. If the continued emphasis on access programs in the 1970s continue, this will bring increasing numbers of low ability students into postsecondary education programs. (Cross, 1972) (7)

The decade 1965-1975 is likely to be highly significant in the annals of education because it provides the perspective from which we can identify the aristocracy as outgoing, the meritocracy as prevailing and egalitarianism as the mood of the future.

The emphasis of the 1960s was on <u>access</u>. The goal was to move young

people toward traditional postsecondary education through supplying money incentive, and remediation of past educational deficiencies so that the "New Students" would have the same educational opportunities as traditional students. (Cross, 1972)

National legislation expressed public support for educational opportunity through the Higher Education Act of 1965 by providing financial aid to some 900,000 students, was the public disavowal of the aristocracy in educational opportunity. (Froomkin, 1970) (6)

The "New Students" of higher education can be defined as "Those scoring in the lowest third among national samples of young people on a traditional test of academic ability." (Cross, 1972) A capsul profile of the "New Students" in higher education reveal that most are caucasion, whose fathers work at blue-collar jobs. A substantial number (less than one-third), however, are members of minority ethnic groups. (Cross, 1972) The great majority of fathers have never attended college and the expectation of college is new to the family. Those who constitute The New Student Pool of high school graduates have not been especially successful at their studies in high school. Whereas traditional college students (upper third) have made "A"s and "B"s in high school, "New Students" have made mostly "C"s. Traditional students are attracted primarily to four-year colleges and universities, whereas "New Students" plan to enter public community colleges or vocational schools. (Cross, 1972)

The high-risk student comes to the community colleges and faces overwhelming odds, the least of which are the academic hurdles he must surmount. No other student in higher education is subjected to the deliberate profes-

sional neglect that is shown the remedial student. (Moore, 1970) (14)

The high-risk student is asked to study books he cannot read, write themes which are of no interest to him about subjects that are irrelevant; assigned to a curriculum that is nothing more than a patchwork of remedial measures not specifically designed to meet his needs.

Fundamentally these "New Students" to higher education are swept into college by the rising educational aspirations of the citizenry. For the majority the motivation for college does not arise from anticipation of the joy of learning the things they will be learning in college but from the recognition that education is the way to a better job and a better life than that of their parents.

The "New Student" may be characterized as a low-achieving individual who has experienced little if any success in previous educational endeavors. Moore (1970, Chapter I) aptly described his plight in Against the Odds:

> He is subjected to deliberate professional neglect....
> No books are written about him and virtually no research
> ....This student is an afterthought....One of the academic
> squatters....Treated as the villain rather than the victim....
> Attitude of his instructors is that he cannot learn....He
> knows he is not wanted....Hundreds of his questions go
> unasked, thousands go unanswered....Poor teaching for him
> is legitimate....He is no stranger to failure....The odds
> are against him....The new (high-risk) students are those
> who erratic high school records, economic plight, unimpres-
> sive standardized test scores, and race/cultural/class
> distinctions suceed in placing them at a disadvantage in
> contention with the vast majority of students. (14)

Moore insists that the "odds are that the high-risk student (enrolled in remedial courses) will not be any better off academically after his college experience than he was before he had the experience." (Moore, 1970, p. 3) For this student learning or the lack of it has become a painful and

frustrating experience. Yet, these are the students who now flock to the beckoning doors of the community junior college with unexplainable expectations of finding some miracle cure for their Academic Afflictions.

It is the open admission policy that encourages non-traditional students to enroll. Indeed, many two-year colleges proclaim proudly that they actively recruit such students into various college programs. Most of the controversy and criticism of the open door seems to be directed at its implied promise that the community junior college will provide successful learning experiences for all students. (Roueche, 1973) (17)

As Moore (1970, p.5) emphasized, "the term "open door" is hypocritical rhetoric if the student, regardless of his level of achievement, ... (does not) receive the best education possible in the college commensurate with his needs, efforts, and abilities." We also believe the concept is valid only if students are able to suceed in their educational endeavors.

Research reveals that the community colleges are making provisions for the "New Students", in response to a survey during the Spring of 1970, 92 percent of those who responded said that they offered remedial or developmental courses to upgrade verbal or other academic skills. The next highest percentage, 76 percent, offered financial aids especially designed for disadvantaged students, and 61 percent provided special counseling. (Cross, 1972, p. 104) ( ) This same survey also reveals that financial assistance is not critical to nearly as many students as <u>educational</u> assistance. A third of the "New Students" focused on the barrier imposed by their poor academic performance, compared to only 12 percent who saw lack of money as the major barrier to college attendance.

New students generally need assistance in the following areas: Counseling - educational and vocational, 64 percent; study skills and techniques, 69 percent; reading, 57 percent; part-time employment, 39 percent; financial aid, 32 percent; personal problem counseling, 30 percent.

Educating the Educator of the New Students

In moving from the meritocratic era in education to the era of egalitarianism, we have not faced up to the fact that equality of educational opportunity requires more than gurantees of equal access to postsecondary education. Access to education that is inappropriate for the development of individual talents may represent nothing more than prolonged captivity in an environment that offers little more than an opportunity to repeat the damaging experiences with school failure that "New Students" know so well. John Gardner (1961) has described the situation forthrightly:

> In case of the youngster who is not very talented academically, forced continuance of education may simply prolong a situation in which he is doomed to failure. Many a youngster of low ability has been kept on pointlessly in a school which taught him no vocation, exposed him to continuous failure and then sent him out into the world with a record which convinced employers that he must forever afterword be limited to unskilled or semi-skilled work. This is not a sensible way to conserve human resources. (p. 80) (10)

The message is clear that "New Students" are the loser if we concentrate only on access programs which merely assure the entrance of "New Students" into traditional programs of education. Why can't we just for once, make new educational programs to fit "New Students" instead of handing down the OLD education of traditional students? Perhaps the OLD education is not as worn out as some traditional students maintain, but like secondhand clothing it is ill-fitting for most "New Students". (Cross, 1972) ( )

> In other words, America's newest college student has spent the first seventeen years of his life in a different cultural environment from that of the student we're accustomed to teaching in college. He is less likely to have seen good books and magazines around the home, less likely to have been able to retreat to a room of his own, and less likely to have been exposed to discussions of world affairs at the dinner table. Research to date indicates that students reflect rather faithfully the interests and concerns of their parents. (Cross, 1968) (8)

Too many teachers consider the task of teaching the high-risk student in the junior college to be academic social work; and making special remedial curricula available to this student is often thought to be academic welfare. (Moore, 1970)(14) Yet this student must be taught - and well. And he must be exposed to a relevant curriculum. It is well-documented that the two-year college has not generally succeeded in providing quality instruction or educational programs sufficiently potent to counteract the academic deprivations of the marginal student or to build on the talents this student brings to the college with him.

The rapid emergence and growth of the community college introduced high-risk students to higher education in the first place. In many ways the college which introduced him will have to help develop the prescriptions used to teach not only him but also his teachers. (Moore, 1970)(14) With regard to instructors in the community college, Thornton (1966)( ) observes that "teachers are largely recruited from other positions into the junior college with comparatively little opportunity to study in advance its distinctive purpose and problems." Men and women have been recruited from the high school. They have come from the graduate schools of education and arts and sciences. They are ex-school teachers, graduate students, policemen, housewives, technicians with on-the-job training, lawyers and retired military personnel.

It is obvious, therefore, that the teachers in the community college as a whole represent a potpourri of skills and expertise.

It is probably true that a majority of teachers in the community college as elsewhere, would prefer to instruct students who represent the academic elite. In the "working man's college" however, as the two-year institution is often called, they find themselves in competition for more academically talented students and in search of academic competence. This is an attitude commonly found in colleges and universities. Medsker (1960) (13) points out: "The attitudes of junior college teachers may reflect the educational values or attitudes of teachers in four-year colleges and universities." His observation certainly seems valid with relation to teacher attitude toward the remedial student. Many teachers assert that low-achieving students and the developmental programs and projects necessitated by their presence are of little or no concern to them. Roueche (1968) also points out:

> Teacher attitudes are probably related to student achievement; accordingly no teacher should be arbitrarily assigned to teach a remedial class who prefers not to do it or who is only midly interested. It is unrealistic to expect uninterested teachers to motivate students who are characterized by their lack of motivation. Teachers must motivate students toward a desire to learn, and this may not be possible if teachers themselves are not enthusiastic. (18)

Medsker further reports the results of a study which shows the attitude of the faculty toward the function of the college in relations to the remedial student:

> Twenty-eight percent indicated that it was "not important" for the Junior College to offer remedial high school level courses for students whose academic record makes them ineligible to enter directly into conventional college course. Nineteen percent said it was not important that the Junior College offer certain programs for adults. A fifth of the respondents thought it not important for the Junior College to offer vocational or inservice classes for adults. (13)

Since the teacher is a key person in any developmental or remedial program, it is imperative that various dimensions of the teaching functions be explored. No one area needs examination more than the attitude of teachers. From Maine to Oregon, one hears some interesting and revealing questions and comments that appear to reflect the attitude of many Junior College people:

> "If a student didn't learn how to make subject and verb agree in twelve years of elementary and secondary schooling within his eighteen and nineteen years of living how can I teach this in college?"
>
> "I didn't know it was the job of the college to do missionary work with weak students. There are too many qualified students who need help to waste our time with those who can't cut the mustard."
>
> "How can I teach a student science who can't even read the textbook?"

The high-risk student is an educational reality. Like a latent disease, he will not go away. Unfortunately, few teachers can or want to teach him at the college level, even fewer understand him, many reject him academically and socially and a large percentage of people in higher education consider his presence in college as a prostitution of higher education. (Moore, 1970, P.84) (18)

Developmental Programs and Supportive Services

At each college where a comparison could be made between students enrolled in remedial programs with supportive services made significantly higher grades than students in nonremedial programs without the use of support services.

Students in the remedial programs earned a mean G.P.A. of 2.66, almost three-fourths of a grade point higher than 1.96 mean G.P.A. earned by high-risk students in nonremedial programs.

Research reveals that high-risk students in the developmental programs

earned almost a "B" average 2.91, while students in the regular program without support services earned less than a "C" average.

The study found that Black students in remedial programs earned a mean G.P.A. of 2.94 while comparable Black students in nonremedial programs earned no higher than an mean G.P.A. of 1.98 (almost one full letter grade). Likewise, White students in remedial programs earned a mean G.P.A. of 2.49 compared to a mean G.P.A. of 1.84 earned by high-risk White students in nonremedial programs.

When the first semester G.P.A. of the five remedial groups for the year 1971-1972 were compared it should be noted that mean G.P.A. at each of the five colleges was in the "C" average range. (Roueche, 1973, P. 55) (17)

Major findings may be summarized as follows:

1. Students in remedial programs earned significantly higher grades than high-risk students in nonremedial programs.

2. High-risk students of like race-ethnic groups earned higher grades in remedial programs than did those in nonremedial programs.

3. In each college, grades earned by successive year-groups of students enrolled in developmental studies improved each year.

4. Students in remedial programs persisted in college to a greater extent than did high-risk students in nonremedial programs.

(17)

Roueche (1973 P. 59) indicated that support services of tutoring peer counseling were significant to the success of students in the development programs of the five colleges used in his study. There was almost a grade point difference between high-risk nonremedial and remedial developmental students.

PROCEDURES

PROCEDURES

A comparative study was done between fifty students who were at one time on academic probation, (i.e., below 2.0 grade point average on a 4.0 scale) and subsequently received full services of the Extended Opportunity Programs and Services, and fifty students who were on academic probation and received financial aid and/or book grants, but did not receive peer counseling or tutorial services.

Necessary data was obtained from mid-term and final grade reports from computer printouts for Fall, 1973 and Spring, 1974 semesters. Conclusions are to be based upon the differential between the collective grade point averages of the two groups.

RESULTS

RESULTS

The data showed that the average Grade Point Average for E.O.P.S. students who were on academic probation and subsequently received full supportive services tended to improve significantly, raising their Grade Point Averages from a collective 1.61 to 2.53, (See tables II & II-A in Appendix). Tables I and I-A indicate that those E.O.P.S. students who have not had benefit of full supportive services also did not significantly improve their G.P.A.'s. From Fall, 1973 to Spring, 1974 their average G.P.A.'s shows a differential of only .09. The differential between full-service users in Fall, 1973 and their performance in Spring, 1974 is .92. This represents almost a full step on the scale, and is obviously significant in grade point determination, regardless to one's point of reference. The control group shows little inclination to change significantly without appropriate motivation in the form of comprehensive supportive services.

RECOMMENDATIONS

RECOMMENDATIONS

1. A system of Needs Assessment should be developed and implemented to determine which aspects of E.O.P.S. is essential to providing the best possible program to "New Students".

2. All students who enroll in E.O.P.S. activities should be required to participate in all those aspects considered essential to a well-balanced, comprehensive system.

3. At periodic intervals along the students' flow through the process, increased provisions for monitoring their progress should be mandated.

4. Students should, when being advised of their responsibilities to the program, be required to enter into a contractual situation with their counselors and tutors.

5. Students receiving College Work Study should be required to utilize all services of E.O.P.S.

6. Only students making normal progress should continue to receive grant-in aids from the financial aids office.

7. Develop on orientation classes for all E.O.P.S. students and it should be manditory they attend for one unit of credit.

8. Inservice workshop for all E.O.P.S. staff, students, and personnel should be held monthly or bimonthly.

APPENDIX

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AN EVALUATION OF STUDENT PERFORMANCE BASED UPON UTILIZATION OF EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (ABSTRACT)

PURPOSE

The purpose of this investigation was to determine if disadvantaged students who applied for and received financial aid and did not take advantage of other supportive services generally fare as well academically as those disadvantaged students who utilize all supportive services.

PROCEDURES

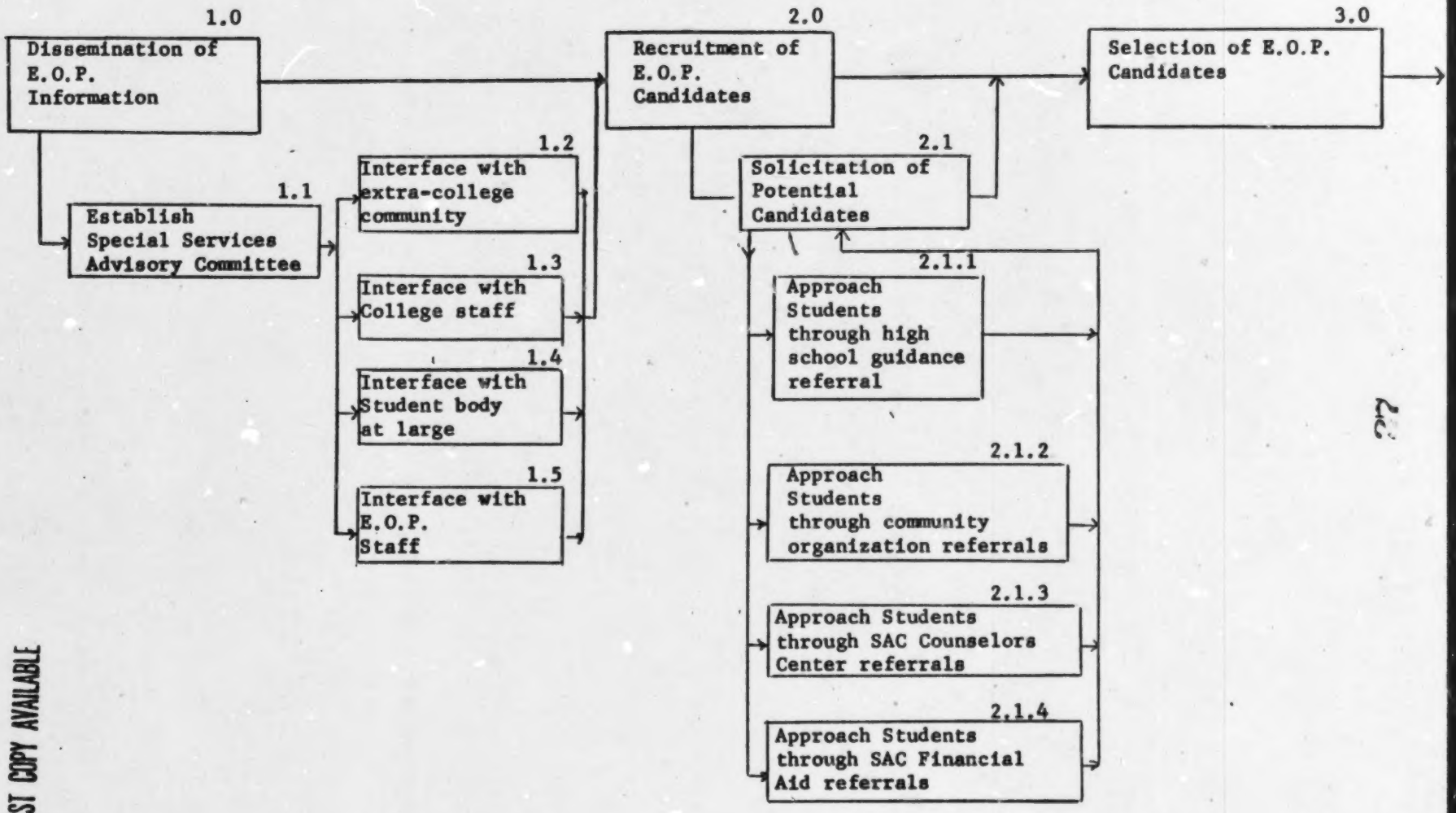
A comparative study was done between fifty students who were at one time on academic probation, (i.e., below 2.0 grade point average on a 4.0 scale) and subsequently received full services of the Extended Opportunity Programs and Services, and fifty students who were on academic probation and received financial aid, but did not receive counseling or tutorial services.

Necessary data was obtained from mid-term and final grade reports from computer printouts from Fall, 1973 and Spring 1974 semesters. Conclusions are based upon the differential between the collective grade point averages of the two groups.

APPENDIX I

E.O.P.S. STUDENTS SELECTION AND

MONITORING FLOWCHART
(Those who receive all services)



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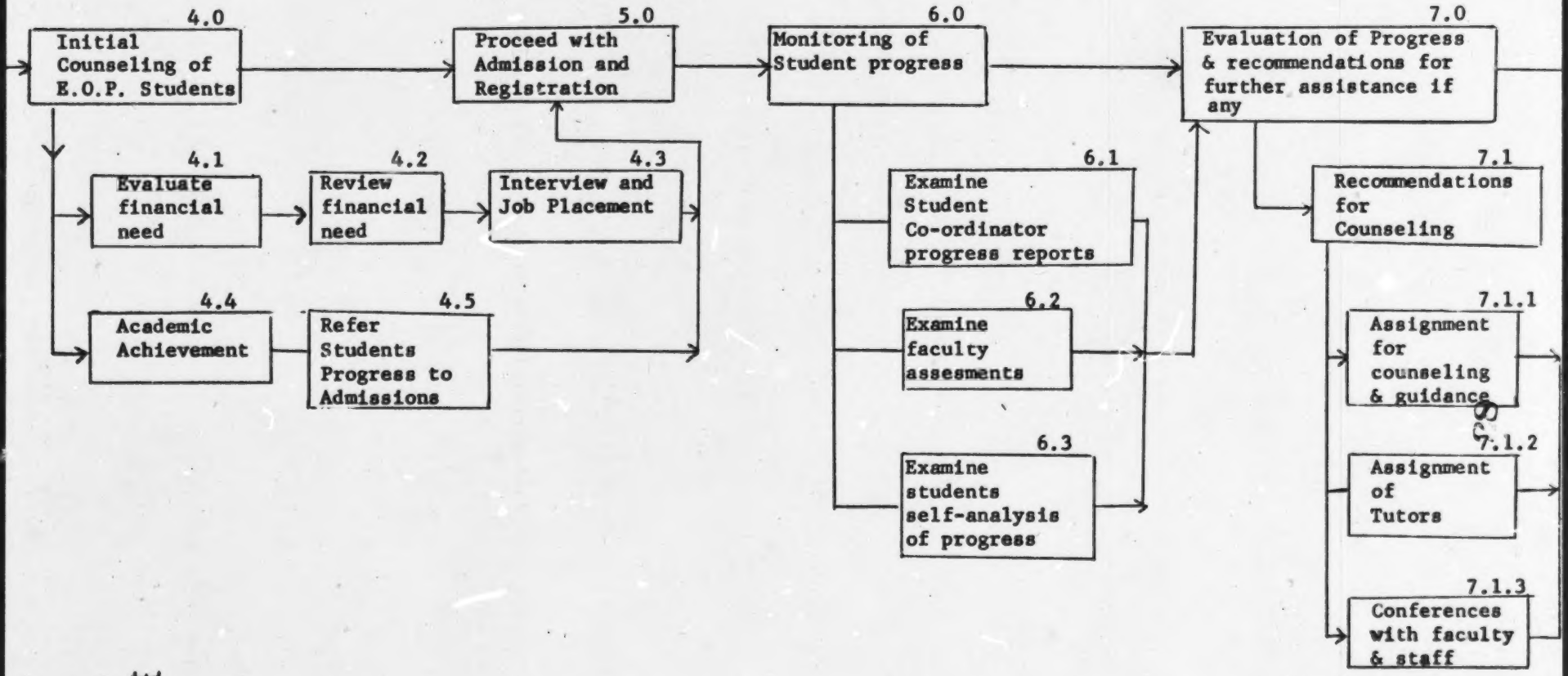
APPENDIX I



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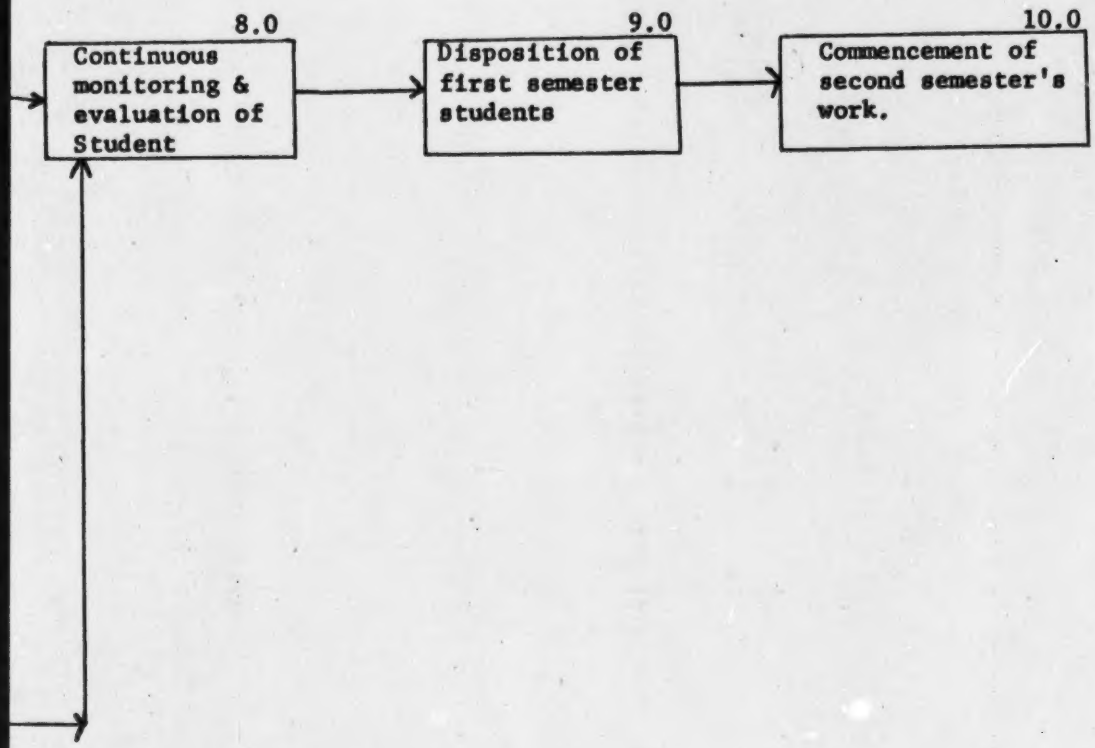
APPENDIX I



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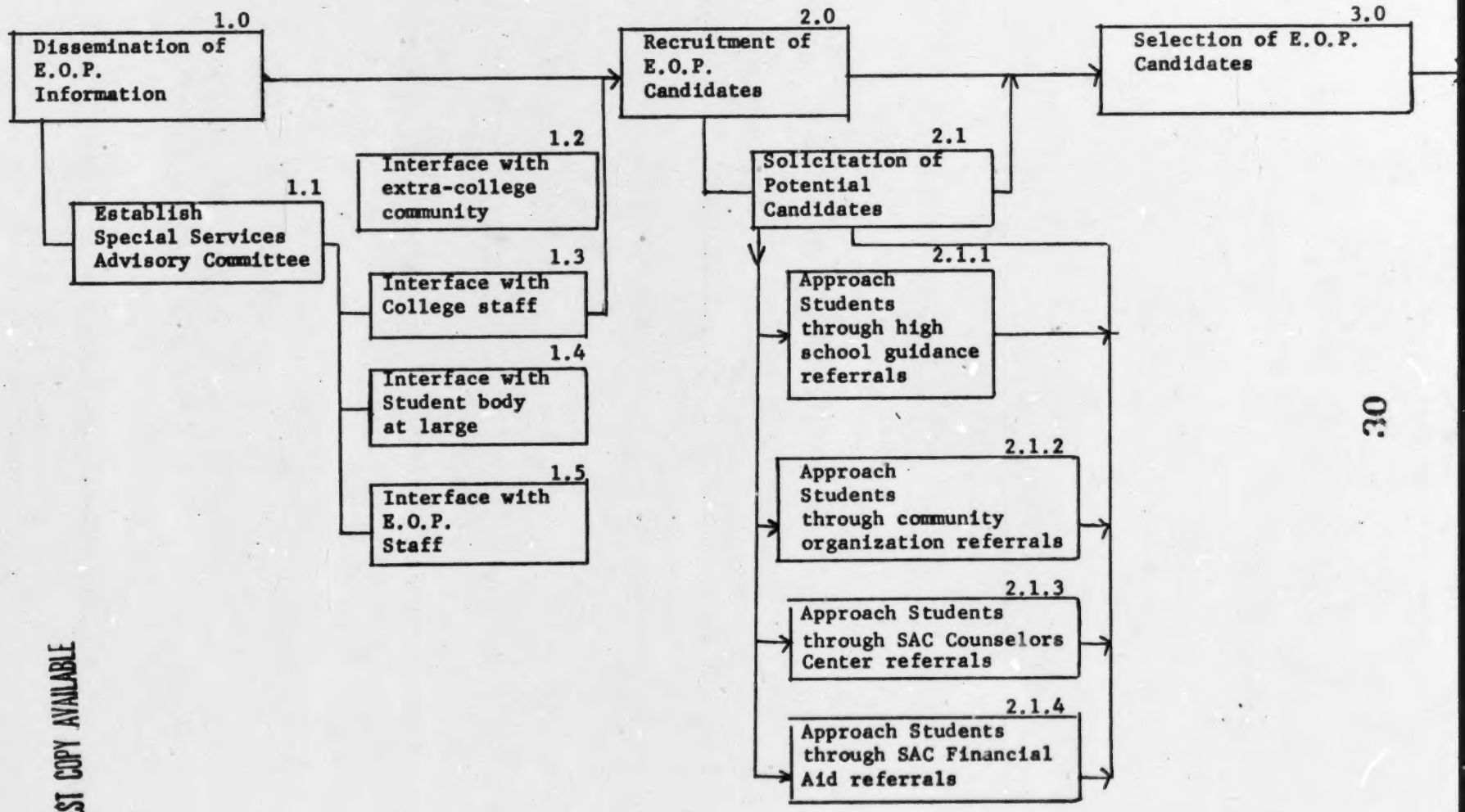
APPENDIX I

E.O.P.S. STUDENTS SELECTION AND

MONITORING FLOWCHART
(Those who receive only Financial Aid)



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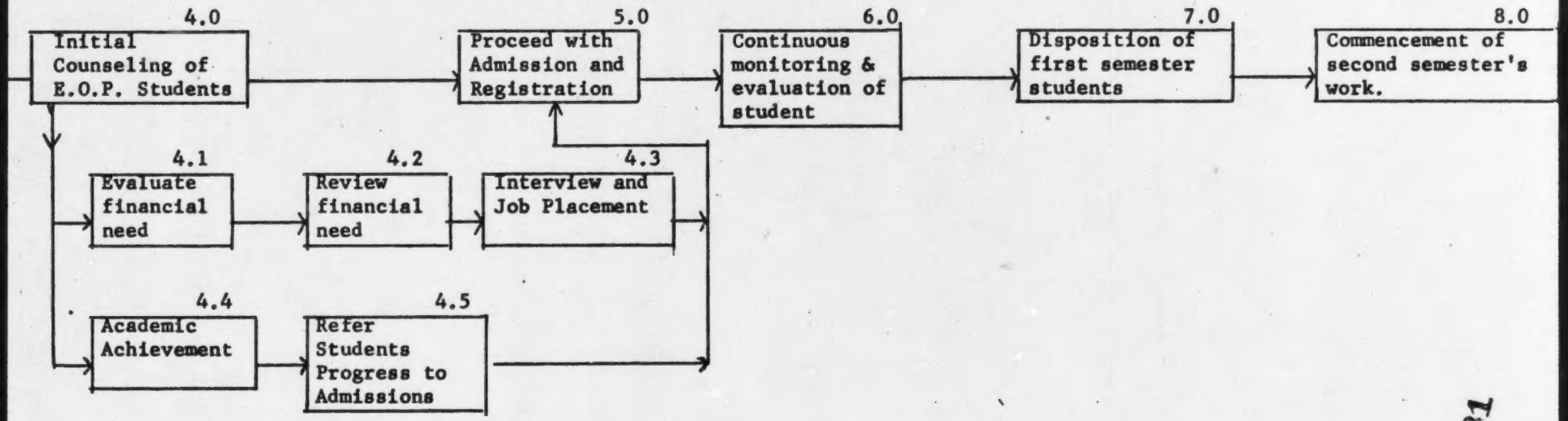
APPENDIX I



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FULL TIME E.O.P.S. STUDENTS WHO RECEIVED FINANCIAL AID ONLY
FALL 1973 FINAL GRADES

Table I

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Perm. No.	G.P.A.
124124	1.53
117389	1.00
117003	1.78
116278	1.54
127154	1.75
127351	1.99
128109	1.50
136809	1.62
113702	1.75
109065	1.20
112363	1.73
141072	.80
107857	1.81
124173	1.61
120692	1.82
080493	1.23
137334	1.66
143604	1.53
138880	1.78
124519	1.55
119791	1.00
138176	1.98
119682	1.25
127461	1.52
125675	1.58
120184	1.91
085397	1.50
117327	1.00
110639	1.30
133583	1.33
097598	1.75
125587	1.38
121032	1.80
128562	1.66
122715	1.80
112850	1.00
120804	1.14
123571	1.86
139632	.23
106602	.61
125653	1.75
138301	1.41
138747	1.84
114991	1.38
139430	1.87
126553	1.86
125105	1.20
041390	1.52
127022	1.70
125452	1.61
Average	1.49

FULL TIME E.O.P.S. STUDENTS WHO RECEIVED FINANCIAL AID ONLY
SPRING 1974 FINAL GRADES

Table I - A

Perm. No.	G.P.A.
124124	1.70
117389	1.00
117003	1.50
116278	1.51
127154	2.00
127351	2.01
128109	1.40
136809	1.62
113702	2.03
109065	1.30
112363	1.50
141072	1.02
107857	1.82
124173	1.75
120692	2.09
080489	1.51
137334	1.53
143604	1.02
138880	1.66
124519	1.63
119791	1.20
138176	2.12
119682	1.25
127461	1.58
125675	1.64
120184	2.00
085397	1.38
117327	.94
110639	1.48
133583	1.33
097598	1.64
125587	1.40
121032	1.99
128562	1.99
122715	1.95
112850	.88
120804	1.20
123571	1.90
139632	.71
106602	.96
125653	1.43
138301	1.50
138747	2.01
114991	1.77
139430	1.36
126553	1.86
125105	1.50
041390	1.48
127022	1.43
125452	1.70
Average	1.58

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FULL TIME E.O.P.S. STUDENTS WHO BENEFITTED
BY ALL ASPECTS OF E.O.P.S. PROGRAM

Table II

Perm No.	Fall 1973 GPA
128708	1.77
133438	1.95
115574	1.53
069473	1.75
101938	1.44
140599	.86
127045	1.66
123416	1.42
129123	1.23
126079	1.32
147690	1.89
135713	1.99
127000	1.44
116614	1.64
119604	1.65
137202	1.02
130347	1.75
104948	1.48
143269	1.69
137029	1.99
120496	1.35
128007	.98
138761	1.48
125106	1.95
113642	1.75
137266	1.42
127768	1.23
085620	1.65
143361	1.58
112850	1.88
103398	1.91
128614	1.73
139404	1.75
121044	1.64
136820	1.87
021779	1.92
089824	.56
136090	1.68
115273	1.97
098816	1.88
137272	1.83
142405	1.44
081859	1.82
112934	1.78
125439	1.25
092683	1.98
135800	1.88
027904	1.78
120482	1.25
Average	1.61

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FULL TIME E.O.P.S. STUDENTS WHO BENEFITTED
BY ALL ASPECTS OF E.O.P.S. PROGRAM

Table II - A

Perm No.	Spring 1974 GPA
128708	2.20
133438	2.91
115574	2.34
069473	2.72
101938	3.03
140599	3.30
127045	2.77
123416	2.93
129123	2.50
126079	2.86
147690	2.50
135713	2.86
127000	2.50
116614	2.86
119604	2.50
137202	3.00
130347	2.37
104948	2.24
143269	2.60
137029	3.10
120496	2.29
128007	2.45
138761	2.22
125106	3.00
113642	2.31
137266	3.03
127768	2.33
085620	2.40
143361	2.65
112850	2.35
103398	2.05
128614	2.75
139404	3.00
121044	2.45
136820	2.22
021779	2.77
089824	3.00
136090	2.51
115273	2.31
098816	2.20
137272	2.22
142405	2.31
081859	2.20
112934	2.22
125439	2.01
092683	2.25
135800	3.00
027904	2.00
120482	2.74
Average	2.53

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